Application for State Approval of Teacher Preparation Specialty Programs

Michigan Department of Education, Office of Professional Preparation Services
P.O. Box 30008, Lansing, Michigan 48909
Phone: (517) 335-4610 * Fax: (517) 373-0542**

Directions:

- For each new, amended, or experimental program, a separate application is required.
- Application and all documentation are to be submitted electronically.
- Fax or mail only the cover page (Page 1) that is signed by the dean or director.
- All correspondence regarding this application should be addressed to the appropriate consultant identified in Attachment 1.

I. Application Information	
Institution	Oakland University
MDE Endorsement Area and Code (Attachment 2)	Early Childhood - ZA
Date of this Application	February 2, 2010
Name and Title of Dean/Director	William G. Keane
Signature of Dean/Director	On file

II. Contact Information for Questions Related to This Application	
Contact Person's Name and Title	Ambika Bhargava
Contact Person's Phone Number	248-370-3026
Contact Person's Fax Number	
Contact Person's E-Mail Address	abhargav@oakland.edu

III. Type of Request for Approval	**(Indicate One)**
New program for institution	
U.S. Department of Education Classification of Instructional Programs (CIP) Code, if vocational occupational area	
Compliance with State Board of Education new or modified program criteria	
Experimental program	
Program amendment (See Section IX for guidelines)	X

IV. Institutional Representatives

Please list individuals available to serve on Michigan Department of Education Ad-Hoc Committees related to this specialty program (e.g., program review, standards development, test development, forum planning). Include both higher education faculty and K-12 representatives.

Name/Title	Specialty	Mailing Address	E-Mail Address	Phone	Fax
Ambika Bhargava	Early childhood education	405F Pawley Hall Oakland University Rochester, MI 48309	abhargav@oakland.edu	248-370-3026	
Robert Wiggins	Teacher Educaiton	415D Pawley Hall Oakland University Rochester, MI 48309	wiggins@oakland.edu	248-370-3095	248-370-4202

V. Program Information

Oakland University
Early Childhood Endorsement - Undergraduate

Overview

This application is to amend our approved Early Childhood Endorsement to allow students to complete the endorsement at the undergraduate level as well as the graduate level. The undergraduate Early Childhood minor will be offered in conjunction with the Elementary Education Comprehensive Major Option II and prepares prospective teachers to work with young children birth to age 8 in public and private child care centers, preschool programs & early elementary classrooms.

In order to focus on the highly qualified teacher, the early childhood minor includes a comprehensive set of courses including child development and curriculum and assessment in core content specialty areas (science, mathematics language arts, literacy & creative arts). There is also a focus on supporting self regulation and supporting parents, family, community and school relationships. The program also examines issues of diversity and inclusion of children with special needs.

Courses blend a combination of theory, research and practice to provide a foundation of knowledge about teaching and learning. The practicum provides an opportunity for students to link theory to practice and emphasizes observation and assessment and use of data to plan curricular experiences for the young child.

Goals of the Program

There primary goals of the program are:

1. To develop comprehensive understanding of typical and atypical development
2. To use children's development as a basis for providing curricular experiences for children.
3. Understand how children acquire fundamental dispositions towards learning.
4. To create learning environments that are respectful, responsive and supportive of children's learning and development.
5. To apply theoretical principles to classroom management and discipline.
6. To understand the value of building family, community and school relations as a foundation for children's success
7. To use appropriate assessment techniques with young children and understand the value of data driven practices.
8. To become advocates for young children's safety & well being.
9. To become familiar with policy issues and incorporate ethical guidelines in their practice.

Scope and Sequence

EC minor will have six 4-credit classes and two 3-credit practicum & seminars for a total of 30 credits
The courses included in the Early Childhood major are:

1. Child Development – Birth – age 8 (4 credits)
2. Math & Science - Curriculum & Assessment (4 credits)
3. Language Arts, Literacy & Creative Arts - Curriculum & Assessment (4 credits)
4. Supporting Self- Regulation in Young Children (4 credits)
5. Family, Community and School Partnership (4 credits)
6. Professionalism, Leadership, and Advocacy (4 credits)
7. Practicum & Professional Seminar I & II (3 + 3 credits)

In addition, each student will take courses on diversity (EED 420), special education (SE 355) and student teaching (EED 445).

Program Coursework

Appendix 3 and Course Descriptions are included below. Full syllabi can be accessed by following the links.

VI. Content Guidelines/Standards Matrix

Proposed Standards for the Preparation of Teachers
of Early Childhood Education (ZA)

Content Guidelines/Standards Matrix

College/University **Oakland University**

Program/Subject Area Early Childhood Education **Code** ZA

Source of Guidelines/Standards Michigan State Board of Education, September 2008

Members of the Early Childhood Education Standards Committee recommend the following new requirements for the Early Childhood Education endorsement:

- The Early Childhood Education major or minor may be utilized to complete an elementary certification program through option 2 of the elementary certificate standards.
- Completion of an Early Childhood Education major must include a minimum of 30 semester credit hours.
- Completion of an Early Childhood Education minor must be at least 20 semester credit hours.
- In order to keep a focus on highly qualified elementary teachers, the following core content specialty areas must be evident in the program (Reading, Language Arts, Mathematics, Integrated Science, World Languages, Social Studies, and Fine Arts).
- The Early Childhood Education endorsement may be added to a secondary certificate only in combination with a special education endorsement to allow for employment in an early childhood developmentally delayed placement.
- To add an Early Childhood Education endorsement to an existing elementary certificate, the program must be at least 26 semester credit hours with 14 of those semester credit hours addressing learning related to birth through age 8 children.

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

PROFICIENCY LEVEL RATINGS

A – AWARENESS: Possesses general knowledge of (exposure)

B – BASIC UNDERSTANDING: Ability to comprehend and apply (use)

C – COMPREHENSIVE UNDERSTANDING: A high level of understanding, application, and reflecting (proficient)

Early Childhood courses and related links

EC 320 - Early Childhood Development – Birth to Age 8

EC 322 - Language Arts, Literacy & Creative Arts - Curriculum & Assessment

EC 324 - Science and Mathematics – Curriculum & Assessment

EC 326 - Supporting Self- Regulation in Young Children

EC 328 - Family, Community & School Partnership

EC 330 - Professionalism, Leadership, and Advocacy

EC 332a & 332b - Early Childhood Practicum & Seminar 1 & 2

Additional courses that meet the early childhood endorsement standards.
(These courses are required as part of the Elem Ed Option II coursework)

SE 355 – Identifying Learning and Behavior Differences in Students

EED 420 - Managing the Classroom Community for U.S. Diverse Learners

EED 455 – Internship in Elementary Education

NO#	Guideline/Standard	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines for Endorsement
1.0	**Promoting Child Development and Learning** Candidates use their understanding of young children's typical and atypical developing characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, responsive, supportive, and challenging for all children and in alignment with the State Board of Education's Universal Education Vision and Principles. **The preparation program provides candidates with a variety of opportunities to demonstrate:**	
1.1	Knowledge and understanding of young children's characteristics and needs, including multiple interrelated areas of child development and learning (including physical, cognitive, social, emotional, language, aesthetic domains, play), learning processes, and motivation to learn;	**EC 320 Child Development – Birth-age 8** Objective # 1 – Students will demonstrate knowledge of social-emotional development, cognitive development, physical & motor development, and linguistic development. Assignments/Assessment -The outcome will be assessed through tests. Objective # 2 - Understand the interrelationship between these areas of development. Assignments/Assessment - Observation and analysis of toddlers, preschool and school age children. **EC 326 Supporting Self- Regulation in Young Children** Objective # 1- Define self regulation and describe how it emerges from infancy through early childhood. Assignments/Assessment - Structured observations and written analysis

		Objective # 2 - Describe the psychoanalytic, behavioral, social learning, cognitive-developmentalist and attachment theorists' perspectives on the development of self regulation. Assignments/Assessment - Structured observations and written analysis
1.2	Knowledge and understanding of the multiple influences on development and learning, (i.e., cultural and linguistic context, economic conditions of families, health status and disabilities, learning styles, peer and adult relationships; children's individual developmental and gender variations, and learning styles, opportunities to play and learn; family and community characteristics; the influence and impact of technology and the media);	**EC 328 Family, Community and School Partnership** Objective # -1 Develop understanding of traditional, non-traditional and culturally diverse family structures. Assignments/Assessment - Video on cultural diversity and post response on Moodle, Parent interview and reflective paper Children's book & video review Objective # 3 -Demonstrate understanding of how families & communities influence children's development & learning Assignments/Assessment - Parent interview and reflective paper, Book review on parenting **EED 420 Managing the Classroom Community for U.S. Diverse Learners** Objective # 3: Demonstrate knowledge of how diverse value systems and societal structures are influenced by at least two of the following: race, gender, ethnicity Assignments/Assessment: Research paper Objective # 4: Identify major challenges and issues these raise in society. Assignments/Assessment : Research paper
1.3	Use of developmental knowledge to create healthy, respectful, supportive, and challenging learning environments through such	**EC 322 Language Arts, Literacy & Creative Arts - Curriculum & Assessment**

	areas as curriculum, interactions, teaching practices, technology, and learning materials;	Objective # 6 Create literacy environments for children Assignments/Assessment – Design a floor plan of an appropriate literacy environment for young children **EC 324 Science & Mathematics- Curriculum & Assessment** Objective # 8 – Develop a greater understanding of the interactive nature of the teaching/learning process. Assignments/Assessment - Observation and reflection assignments on math & science learning, teacher scaffolding, use of material etc. Objective # 9 - Incorporate child-initiated practices in the 0-8 mathematics and science environment. Assignments/Assessment - Online discussion postings on guided practice in EC settings **EC 326 Supporting Self- Regulation in Young Children** Objective # - 3 Identify concepts & techniques from theoretical perspectives that influence child guidance practices in early childhood classrooms Assignments/Assessment - Observation and written analysis Objective # 4 - Develop a hierarchy of child guidance techniques appropriate for infants, toddlers and children 3-7 that are consistent with developmental norms Assignments/Assessment - Create & implement child guidance plan **EC 332 a & b Practicum & Seminar I & II** Objective # 8 Use knowledge of general child development and individual children to plan, implement and evaluate materials,

		resources, activities and environments for children Assignments/Assessment- Environmental assessment tool Lesson Plans Evaluation of Students' Teaching
1.4	Knowledge and skills to promote young children's physical and psychological health, safety, and sense of security including specifics about child abuse and neglect;	**EC 330 Professionalism Leadership & Advocacy** Objective # 1- Know and apply legal and ethical guidelines as well as professional standards in early childhood education, including following codes of professional conduct and exhibiting knowledge and expectations of current legal directives Assignments/Assessment - Test – multiple choice, true/false & short answers
1.5	Knowledge and skills to promote learning environments that demonstrate respect for each child as a feeling, thinking, self-regulating individual and also affirm each child's culture, home language, individual abilities or disabilities, family context, and community;	**EC 326 Supporting Self- Regulation in Young Children** Objective # - 7 Implement child guidance techniques in infant, toddler and preschool settings and document use of technique and observed outcomes Assignments/Assessment - Create and implement child guidance plan in field setting Objective # 12 - Articulate cultural differences in expectations held by parents of children's self regulation at various ages in diverse settings Assignments/Assessment - Develop parent conference plan and simulation **EC 328 Family, Community and School Partnership** Objective # 2 - Develop understanding of the social systems that the child is a part of. Assignments/Assessment - Comparative review of articles on child rearing practices, tests.

1.6	Knowledge and skills to create a learning environment that supports young children's ability to learn and to make meaning from his/her experiences through play, spontaneous activity, and guided investigations; and	**EC 322 Language Arts, Literacy & Creative Arts - Curriculum & Assessment** Objective # 13 - Understand the role of play in learning language, literacy and the arts Assignments/Assessment – Annotated bibliography of articles on the role of play in literacy and the arts **EC 324 Science & Mathematics- Curriculum & Assessment** Objective # 9 - Incorporate child-initiated practices in the 0-8 mathematics and science environment. Assignments/Assessment – Online discussion postings on guided practice in EC settings **EC 332 a & b Practicum & Seminar I & II** Objective # 6 - Develop practical teaching skills, including interactions with individual children, small groups, and large groups of children Assignments/Assessment: Observations of colleagues Lesson Plans Evaluation of Students' Teaching Reflective Journal Objective #8 - Use knowledge of general child development and individual children to plan, implement and evaluate materials, resources, activities and environments for children Use knowledge of general child development and individual children to plan, implement and evaluate materials, resources, activities and environments for children Assignments/Assessment: Environmental assessment tool Lesson Plans

		Evaluation of Students' Teaching
1.7	Application of their knowledge of theory and research to construct learning environments that provide achievable and challenging experiences for all children, including children with special abilities and children with disabilities or developmental delays.	**EC 320 Child Development – Birth-age 8** Objective # 2 - Understand the interrelationship between these areas of development Objective # 3 - Understand typical & atypical development Assignments/Assessment - Observation and analysis of toddlers, preschool and school age children. **EC 332 a & b Practicum & Seminar I & II** Objective # 1 - Document a child's activities, growth and learning over time, using anecdotal records (P1) Complete Child Assessment and Portfolio (P2) Assignments/Assessment: Anecdotal records of children, Portfolio **SE 355 Identifying Learning and Behavior Differences in Students** Objective # 6 - Students will become familiar with modifications & techniques to service exceptional students in the regular classroom Assignments/Assessment - Creation of curriculum adaptation/modification toolkit
2.0	**Building Family and Community Relationships** Candidates know about, understand and value the importance and complex characteristics of children's families and communities as reflected in State Board of Education (SBE) Universal Education Vision and Principals. They use this understanding to create respectful, reciprocal relationships that support and empower	

	families, and to involve all families in their children's development and learning. **The preparation program provides candidates with a variety of opportunities to demonstrate:**	
2.1	Knowledge about and understanding of family and community characteristics and the critical role both play in children's development;	**EC 328 Family, Community and School Partnership** Objective # -1 Develop understanding of traditional, non-traditional and culturally diverse family structures. Assignments/Assessment - Video on cultural diversity and post response on Moodle, Parent interview and reflective paper Children's book & video review Objective # 3 -Demonstrate understanding of how families & communities influence children's development & learning Assignments/Assessment - Parent interview and reflective paper, Book review on parenting
2.2	A variety of communication strategies that support and empower families and communities through respectful, reciprocal relationships;	**EC 328 Family, Community and School Partnership** Objective # 4 - Develop skills in communicating with parents and families Assignments/Assessment - Develop materials e.g. newsletters for parents and families Objective # 7 - Become proficient at involving parents & community in school programs Assignments/Assessment - paper on strategies for involving parents & families **EC 330 Professionalism Leadership & Advocacy** Objective # 3 - Know and use cross-cultural, cross-discipline strategies to provide resources for children and families who show typical and atypical development

		Assignments/Assessment - Design and write a plan that demonstrates your knowledge of discipline strategies for typically and atypically developing children. Use cross cultural competency guidelines to share information with a parent. Write a one page summary of the outcomes
2.3	Strategies that involve families in children's developmental learning;	**EC 328 Family, Community and School Partnership** Objective # 7 - Become proficient at involving parents & community in school programs Assignments/Assessment - paper on strategies for involving parents & families Objective # 8 - Collaborate with parents, families and the community to ease transition to school and support and enhance students' learning. Assignments/Assessment - Material development e.g. newsletters for parents & families
2.4	An understanding of the processes in initiating and developing an Individualized Family Services Plan (IFSP);	**SE 355 Identifying Learning and Behavior Differences in Students** Objective # 1- Students will discuss the litigation and legislation that has shaped the services that are delivered in special education Assignments/Assessment - Disability booklet, class discussion
2.5	An understanding of the processes in initiating and developing an Individualized Education Program (IEP), state and federal policy, procedures, and laws;	**SE 355 Identifying Learning and Behavior Differences in Students** Objective # 1- Students will discuss the litigation and legislation that has shaped the services that are delivered in special education Assignments/Assessment - Disability booklet, class discussion

		Objective # 2 - Students will be aware of the eligibility requirements for the categories of exceptionality under Federal and Michigan law Assignments/Assessment - Disability booklet; Article activities and internet searches Objective # 3 Students will know the procedures for exceptional children to receive services Assignments/Assessment – Disability booklet; Curriculum adaptation/modification tool kit
2.6	Strategies for clarifying and communicating sensitive issues with appropriate parties including but not limited to child abuse, neglect, hygiene, and nutrition;	**EC 328 Family, Community and School Partnership** Objective # 10- Identify and respond to risk factors in families Assignments/Assessment - Online resources and simulations; tests **EC 330 Professionalism Leadership & Advocacy** Objective # 7 - Use skills to participate in collaborative communities, including professional groups from other disciples Assignments/Assessment - A short paper on how you plan to use collaboration in your practicum
2.7	Knowledge and understanding of community assets and resources including collaborative community services. The ability to actively assist families in seeking those resources;	**EC 328 Family, Community and School Partnership** Objective # 6 - Develop awareness of community resources Assignments/Assessment - Develop handbook of resources **EC 330 Professionalism Leadership & Advocacy** Objective # 3. Know and use cross-cultural, cross-discipline strategies to provide resources for children and families who show typical and atypical development Assignments/Assessment - Design and write a plan that

		demonstrates your knowledge of discipline strategies for typically and atypically developing children. Use cross cultural competency guidelines to share information with a parent. Write a one page summary of the outcomes Objective #11 - Demonstrates the knowledge of local, state and national policy issues, processes and understands their impact on young children and their families Assignments/Assessment - Test – multiple choice, true false & short answers
2.8	Knowledge of signs of emotional distress, child abuse and neglect in young children, and follows appropriate procedures to report suspected abuse and neglect to authorities; and	**EC 330 Professionalism Leadership & Advocacy** Objective # 14 - Follow school policy and procedures respecting the boundaries of professional responsibilities, when working with students, colleagues, and families Assignments/Assessment - In your class journals note how you have followed Oakland's and class standards for professionalism during the semester
2.9	Knowledge of the teacher's role in transitioning, including the creation of a required transition plan for children with disabilities.	**EC 330 Professionalism Leadership & Advocacy** Objective # 8. Know and respect rights of students with disabilities and understand and use various models of consultation in diverse settings Assignments/Assessment - Test – multiple choice, true/false & short answers Objective # 9 - Demonstrate knowledge and skills to participate as an effective team member Assignments/Assessment - Keep an in-class journal of your reflections on you as an effective team member and discussions. Critique using format provided

		SE 355 Identifying Learning and Behavior Differences in Students Objective # 5 - Students will learn to become effective team members in meeting the needs of exceptional classroom Assignments/Assessment - Curriculum Adaptation/Modification Tool Kit
3.0	**Observing, Documenting, and Assessing to Support Young Children and Families** Candidates know about and understand the goals, benefits, use and misuse of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning. **The preparation program provides candidates with a variety of opportunities to demonstrate:**	
3.1	Knowledge and use of assessment including an understanding of the goals, benefits, and uses a systematic approach for connecting assessment to planning, implementing, and evaluating effective curriculum;	**EC 322 Language Arts, Literacy & Creative Arts - Curriculum & Assessment** Objective # 17 – Demonstrate how evaluation of learning in literacy and the arts can be used to promote developmentally appropriate learning activities and support communication with families Assignments/Assessment – Observation and reflection paper and share with family. **EC 324 Science & Mathematics- Curriculum & Assessment** Objective # 4 - Develop long term, in-depth projects with children that draw on students' prior knowledge, enhance the

		development of new concept(s), facilitate concept understanding, and utilize authentic assessment techniques. Assignments/Assessment – Science and math project work with children; journal documentation of what was learned in the implementation of inquiry-based math & science projects Objective # 5- Assess the progress of students who are learning mathematics and science and be able to remediate for students who are having difficulties. Assignments/Assessment - Science and math project work with children; journal documentation of what was learned in the implementation of inquiry-based math & science projects **EC 332 a & b Practicum & Seminar I & II** Objective #1 - Document a child's activities, growth and learning over time, using anecdotal records (P1) Complete Child Assessment and Portfolio (P2) Assignments/Assessment: Anecdotal records of children , Portfolio Objective #2 Observe children in structured and unstructured settings Assignments/Assessment: Anecdotal records of children Environmental assessment tool Objective #3- Develop objective recording skills Assignments/Assessment: Anecdotal records of children Environmental assessment tool Objective #4 - Gain skill in interpreting data and making

		inferences Assignments/Assessment: Anecdotal records of children Environmental assessment tool Reflective Journal
3.2	Knowledge about and use of ongoing systematic observation, documentation, screening tools and play based assessment, and other appropriate formative and summative assessment tools, and approaches embedded in assessment related activities in curriculum and daily routines;	**EC 322 Language Arts, Literacy & Creative Arts - Curriculum & Assessment** Objective # 14 - Analyze literacy and arts materials and assessment tools for cultural bias Assignments/Assessment – Select one material and assessment tool related to literacy and one to the arts and critique for cultural biases. Objective # 15 - Discuss strategies for adapting literacy and arts materials and strategies for children with special needs Assignments/Assessment – Create annotated bibliography of articles on adapting literacy and art materials for children with special needs. Objective # 17 – Demonstrate how evaluation and documentation of learning in literacy and the arts can be used to promote developmentally appropriate learning activities and support communication with families. Assignments/Assessment – Observe child, write summary and reflection and share with family member **EC 324 Science & Mathematics- Curriculum & Assessment** Objective # 5- Assess the progress of students who are learning mathematics and science and be able to remediate for students who are having difficulties. Assignments/Assessment – Science and math project work with children; journal documentation of what was learned in the

		implementation of inquiry-based math & science projects **EC 332 a & b Practicum & Seminar I & II** Objective #1 - Document a child's activities, growth and learning over time, using anecdotal records (P1) Complete Child Assessment and Portfolio (P2) Assessments/Assignment: Anecdotal records of children , Portfolio Objective #2 Observe children in structured and unstructured settings Assignments/Assessment: Anecdotal records of children Environmental assessment tool Objective #3- Develop objective recording skills Assignments/Assessment: Anecdotal records of children Environmental assessment tool Objective #4 - Gain skill in interpreting data and making inferences Assignments/Assessment: Anecdotal records of children Environmental assessment tool Reflective Journal Objective #8 Use knowledge of general child development and individual children to plan, implement and evaluate materials, resources, activities and environments for children Assessments/Assignment: Environmental assessment tool Lesson Plans

		Evaluation of Students' Teaching
3.3	Use of skills in conducting systematic observations, interpreting those observations, and reflecting on their significance in combination with other data for instructional decision-making;	**EC 322 Language Arts, Literacy & Creative Arts - Curriculum & Assessment** Objective # 17 – Demonstrate how evaluation and documentation of learning in literacy and the arts can be used to promote developmentally appropriate learning activities and support communication with families. Assignments/Assessment – Observe child, write summary and reflection and share with family member **EC 324 Science & Mathematics- Curriculum & Assessment** Objective # 1 - View early childhood and elementary science and mathematics as the construction of knowledge and skills through inquiry, experience and dialogue. Assignments/Assessment – Critique journal articles, post discussion on Moodle; Observation & reflection assignments **EC 332 a & b Practicum & Seminar I & II** Objective #8 Use knowledge of general child development and individual children to plan, implement and evaluate materials, resources, activities and environments for children Assignments/Assessment: Environmental assessment tool Lesson Plans Evaluation of Students' Teaching
3.4	Knowledge about and use of responsible assessment practices including administering assessment tools, adapting assessment tools for specific disabilities and needs (i.e. sensory motor disabilities, generation of reports, communication of results, and data driven decision making for alignment and adjustment of instruction and curriculum);	**EC 322 Language Arts, Literacy & Creative Arts - Curriculum & Assessment** Objective # 15 - Discuss strategies for adapting literacy and arts materials and strategies for children with special needs Assignments/Assessment – Create annotated bibliography of articles on adapting literacy and art materials for children with

		special needs. Objective # 11- Support young children's creative expression by exploring various developmentally appropriate materials Assignments/Assessment – Create lesson plans t support young children's' creative expression; observational notes and critique of lesson. **EC 324 Science & Mathematics- Curriculum & Assessment** Objective # 5 - Assess the progress of students who are learning mathematics and science and be able to remediate for students who are having difficulties. Assignments/Assessment – Science and math project work with children; journal documentation of what was learned in the implementation of inquiry-based math & science projects **EC 332 a & b Practicum & Seminar I & II** Objective #1 - Document a child's activities, growth and learning over time, using anecdotal records (P1) Complete Child Assessment and Portfolio (P2) Assignments/Assessment: Anecdotal records of children , Portfolio Objective #2 Observe children in structured and unstructured settings Assignments/Assessment: Anecdotal records of children Environmental assessment tool Objective #3- Develop objective recording skills Assignments/Assessment: Anecdotal records of children

		Environmental assessment tool Objective #4 - Gain skill in interpreting data and making inferences Assignments/Assessment: Anecdotal records of children Environmental assessment tool Reflective Journal Objective #8 - Use knowledge of general child development and individual children to plan, implement and evaluate materials, resources, activities and environments for children Assignments/Assessment: Environmental assessment tool Lesson Plans Evaluation of Students' Teaching
3.5	Knowledge about positive assessment partnerships with families and other professionals. Candidates articulate the value, appropriate use, and potential misuse of screening and referral practices. They are able to demonstrate appropriate use of assessment and other supporting documentation for student instruction;	**EC 328 Family, Community and School Partnership** Objective # 9 - Understand the process of initiating IFSPs & IEPs Assignments/Assessment - Case study and development of IFSP & IEP **EC 332 a & b Practicum & Seminar I & II** Objective # 7 Participate as part of a teaching team Assignments/Assessment: Lesson Plans Evaluation of Students' Teaching Reflective Journal Objective # 9 Become a culturally responsive educator Assignments/Assessment: Documentation of Interactions with Families

		Reflective Journal Objective #11 Communicate with families via newsletters and conferences (P2) Assignments/Assessment: Documentation of Interactions with Families
3.6	Knowledge and skills for integrating technology, inclusive of adaptive and assistive devices for children with disabilities, into assessment and instructional practices; and	**SE 355 Identifying Learning and Behavior Differences in Students** Objective # 6 -Students will become familiar with modifications & techniques to service exceptional students. Assignments/Assessment - Curriculum adaptations/modification tool kit **EC 332 a & b Practicum & Seminar I & II** Objective #6 - Develop practical teaching skills, including interactions with individual children, small groups, and large groups of children Assignments/Assessment: Observations of colleagues Lesson Plans Evaluation of Students' Teaching Reflective Journal Objective #8 - Use knowledge of general child development and individual children to plan, implement and evaluate materials, resources, activities and environments for children Assignments/Assessment: Environmental assessment tool Lesson Plans Evaluation of Students' Teaching

3.7	Knowledge of the teacher's role as a participant and an advocate during the development and use of an IFSP and IEP.	**EC 330 Professionalism Leadership & Advocacy** Objective # 7- Use skills to participate in collaborative communities, including professional groups from other disciples Assignments/Assessment - Write a short paper on how you plan to use collaboration in your practicum Objective # 9 - Demonstrate knowledge and skills to participate as an effective team member Assignments/Assessment - Keep an in-class journal of your reflections on you as an effective team member and discussions. Critique using format provided. **SE 355 Identifying Learning and Behavior Differences in Students** Objective # 5 - Students will learn to become effective team members in meeting the needs of exceptional classroom Assignments/Assessment - Curriculum Adaptation/Modification Tool Kit
4.0	**Teaching and Learning** Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive behavioral supports and technologies which promote appropriate development and learning for all children. **The preparation program provides candidates with a variety of opportunities to demonstrate:**	
4.1	Use of individual and group guidance and problem solving	**EC 326 Supporting Self- Regulation in Young Children**

	techniques to develop positive and supportive relationships with children; to encourage and teach positive social skills and interaction among children; to promote positive strategies of conflict resolution; and to develop personal self-control, self-motivation, and self-esteem;	Objective # - 3 Identify concepts & techniques from theoretical perspectives that influence child guidance practices in early childhood classrooms Assignments/Assessment - Observation and written analysis Objective # 4 - Develop a hierarchy of child guidance techniques appropriate for infants, toddlers and children 3-7 that are consistent with developmental norms Assignments/Assessment - Create & implement child guidance plan Objective # 5 & 6- Observe, document & critique child guidance techniques implemented by caregivers in infant, toddler and preschool settings Assignments/Assessment - Implementation & analysis of guidance interaction in field setting Objective # - 7 Implement child guidance techniques in infant, toddler and preschool settings and document use of technique and observed outcomes Assignments/Assessment - Create and implement child guidance plan in field setting Objective # 8 - Engage in group discussion and reflect on the efficacy of child guidance techniques employed and the validity of their theoretical rationales Assignments/Assessment - Implementation & analysis of guidance interaction in field setting
4.2	An ability to model and affirm anti-bias perspectives regarding development and learning;	**EC 328 Family, Community and School Partnership** Objective # 1- Develop understanding of traditional, non-traditional and culturally diverse family structures

		Assignments/Assessment - view video on cultural diversity & post response on Moodle; parent interview and reflective paper; book & video review Objective # 3 - Demonstrate understanding of how families & communities influence children's development & learning Assignments/Assessment - Parent interview and reflective paper; book review on varied parenting styles **EED 420 Managing the Classroom Community for U.S. Diverse Learners** Objective # 7 - Demonstrate respect and value for human diversity and the ability to work with others including parents, colleagues, and community professionals to meet the needs of diverse populations. Assignments/Assessment: Observation, reflection and assessment on field experience
4.3	Knowledge about the research and theory regarding early care and learning environments for all children (birth through age 8) that create optimal conditions which foster exploration and learning;	**EC 320 Child Development – Birth-age 8** Objective # 6 Describe the contributions of major theorists as they relate to the development of social-emotional, cognitive, physical, and linguistic development. Assignments/Assessment - tests **EC 330 Professionalism Leadership & Advocacy** Objective # 5 - Know and use strategies to be life long learners and reflective practitioners, using resources, literature, collaboration and appropriate data Assignments/Assessment - Write a short paper on how you understand life-long learning and reflective practice. Include two examples of how you can use these concepts in your practicum

4.4	Essential dispositions and skills to develop positive, respectful relationships with children whose cultures and languages may differ from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges;	**EC 328 Family, Community and School Partnership** Objective # 1- Develop understanding of traditional, non-traditional and culturally diverse family structures Assignments/Assessment - view video on cultural diversity & post response on Moodle; parent interview and reflective paper; book & video review Objective # 8 - Collaborate with parents, families and the community to ease transition to school and support and enhance students' learning. Assignments/Assessment - Material development e.g. newsletters for parents & families **SE 355 Identifying Learning and Behavior Differences in Students** Goal # 4 - Students will become sensitive to multicultural and family issues related to children with disabilities Assignments/Assessment - Article activities and internet searches **EED 420 Managing the Classroom Community for U.S. Diverse Learners** Objective # 7 - Demonstrate respect and value for human diversity and the ability to work with others including parents, colleagues, and community professionals to meet the needs of diverse populations. Assignments/Assessment: Observation, reflection and assessment on field experience
4.5	Use of developmentally effective approaches which foster language and communication development embedded in every	**EC 320 Child Development – Birth-age 8** Objective # 5 - Apply knowledge of child development to

	aspect of the learning environment and curriculum, thereby promoting appropriate literacy and cognitive development as foundations for continued educational success;	include developmentally appropriate experiences for children Assignments/Assessment - Develop and implement appropriate lessons for children and reflective paper on effectiveness **EC 322 Language Arts, Literacy & Creative Arts - Curriculum & Assessment** Objective # 9 - Examine relevant Michigan Benchmarks and Standards in language, literacy and the arts Assignments/Assessments – paper on how Michigan standards & benchmarks and how they relate to appropriate practice. Objective # 10 - Support young children's development of a sense of rhythm through the use of appropriate songs, games, and movement Assignments/Assessments – Create lesson plans to support young children's sense of rhythm using appropriate songs, games and movement experiences. Critique one child's outcome and discuss adjustments you would make Objective # 11- Support young children's creative expression by exploring various developmentally appropriate media Assignments/Assessments: Create lesson plans to support young children's creative expression. Critique one child's outcome and discuss adjustments you would make.
4.6	Knowledge and understanding of the central concepts, inquiry tools, and structures of each content area, (i.e., literacy, science, mathematics, social studies, the arts, world languages, technology, physical education and health);	**EC 322 Language Arts, Literacy & Creative Arts - Curriculum & Assessment** Objective # 1- Define literacy and emergent literacy and identify elements of emergent literacy. Assignments /Assessment – Tests

		Objectives # 5 – Discuss the interrelated nature of reading, speaking & listening Assignments /Assessment – Tests Objective # 9 - Examine relevant Michigan Benchmarks and Standards in language, literacy and the arts Assignments/Assessments –short paper on how Michigan standards & benchmarks and how they relate to appropriate practice. **EC 324 Science & Mathematics- Curriculum & Assessment** Objective # 3 –Be aware of general mathematical and science concepts introduced in early childhood and know where to gather resources to aid in the teaching and learning of any of those concepts. Assignments/Assessments: tests, observation and reflection assignments on math and science learning, teacher scaffolding, use of material etc.
4.7	Implementation of the central concepts of core content areas in a developmentally appropriate manner drawing from a continuum of teaching strategies and multiple disciplines;	**EC 322 Language Arts, Literacy & Creative Arts - Curriculum & Assessment** Objective # 10 - Support young children's development of a sense of rhythm through the use of appropriate songs, games, and movement Assignments/Assessments – Create lesson plans to support young children's sense of rhythm using appropriate songs, games and movement experiences. Critique one child's outcome and discuss adjustments you would make Objective # 11- Support young children's creative expression by exploring various developmentally appropriate media Assignments/Assessment: Create lesson plans to support young

		children's creative expression. Critique one child's outcome and discuss adjustments you would make. **EC 324 Science & Mathematics- Curriculum & Assessment** Objective # 2- Use mathematical manipulative and scientific demonstrations to aid students and teachers in understanding mathematical and science concepts. Assignments/Assessment – In class demonstrations of teaching & learning strategies **EC 332 a & b Practicum & Seminar I & II** Objective # 5: - Implement standards and practices for children's health and safety Assignments/Assessment: Observations of colleagues Lesson Plans Evaluation of Students' Teaching
4.8	Ability to formulate and use action plans based on IFSP and IEP;	**EC 332 a & b Practicum & Seminar I & II** Objective # 1 Document a child's activities, growth and learning over time, using anecdotal records (P1), Complete Child Assessment and Portfolio (P2) Assessments/Assignment: Anecdotal records of children Portfolio Objective #6 Develop practical teaching skills, including interactions with individual children, small groups, and large groups of children Assignments/Assessment: Observations of colleagues Lesson Plans

		Evaluation of Students' Teaching Reflective Journal **SE 355 Identifying Learning and Behavior Differences in Students**
4.9	Understanding and skill in setting up and adapting all aspects of the indoor and outdoor environment to promote learning and development across all content-areas for all children. Understanding and skills must include adaptive and assistive devises for children with disabilities;	**EC 332 a & b Practicum & Seminar I & II** Objective # 5 Implement standards and practices for children's health and safety Assignments/Assessment: Observations of colleagues Lesson Plans Evaluation of Students' Teaching Objective #8 Use knowledge of general child development and individual children to plan, implement and evaluate materials, resources, activities and environments for children Assessments/ Assignments: Environmental assessment tool Lesson Plans Evaluation of Students' Teaching **SE 355 Identifying Learning and Behavior Differences in Students** Objective # 6 - Students will become familiar with modifications & techniques to service exceptional students in the regular classroom Assignments/Assessment - Creation of curriculum adaptation/modification toolkit
4.10	Utilization of incidental teaching opportunities by identifying and taking advantage of informal experiences to build children's language, concept development related to core content-areas, and	**EC 332 a & b Practicum & Seminar I & II** Objective #6 - Develop practical teaching skills, including interactions with individual children, small groups, and large

	skills (i.e., diapering, meals, clean-up times, indoor and outdoor play, dressing, other routines, and transitions);	groups of children Assignments/Assessment: Observations of colleagues Lesson Plans Evaluation of Students' Teaching Reflective Journal Objective #8 - Use knowledge of general child development and individual children to plan, implement and evaluate materials, resources, activities and environments for children Assessments/Assignment: Environmental assessment tool Lesson Plans Evaluation of Students' Teaching
4.11	Knowledge and skills to build meaningful learning environments and curriculum by focusing on children's characteristics, needs and interests; linking children's language, culture, and community to early childhood learning; use of social interactions during routines and play experiences; incorporating technology and integrative approaches to content knowledge;	**EC 322 Language Arts, Literacy & Creative Arts - Curriculum & Assessment** Objective # 13 - Understand the role of play in learning language, literacy and the arts Assignments/Assessment – create annotated bibliography on role of play in literacy and the arts. Objective # 14 - Analyze literacy and arts materials and assessment tools for cultural bias Discuss strategies for adapting literacy and arts materials and strategies for children with special needs. Assignments/Assessment – Select one material and one assessment tool related to literacy and one to the arts and critique the items for cultural bias using criteria presented in class. Objective # 18 – Discuss how to integrate technology into the

		literacy and the arts curriculum. Assignments/Assessment - Essay **EC 324 Science & Mathematics- Curriculum & Assessment** Objective # 7- Decrease math anxiety and sexism in the mathematics and science learning environment. Assignments/Assessment – class readings, discussion and reflective Moodle postings Objective # 8 – Develop a greater understanding of the interactive nature of the teaching/learning process by actively participating in role-playing experiences and class discussions related to specified topics. Assignments/Assessment- Observations & reflection assignments on math and science learning, teacher scaffolding, use of materials etc. **EC 326 Supporting Self- Regulation in Young Children** Objective # 1- Define self regulation and describe how it emerges from infancy through early childhood. Assignments/Assessment - Structured observations and written analysis Objective # 9 - Identify problems of self regulation common in early childhood settings such as aggression, superficial processing and impulsivity Assignments/Assessment - Develop, implement and analyze guidance interaction in field setting Objective # 16 - Explain how play influences children's' ability to self regulate and draw inferences from the literature on play and self regulation for classroom practice

		Assignments/Assessment -Structured observation and analysis of children in educational settings **EC 332 a & b Practicum & Seminar I & II** Objective # 6 - Develop practical teaching skills, including interactions with individual children, small groups, and large groups of children Assignments/Assessment: Observations of colleagues Lesson Plans Evaluation of Students' Teaching Reflective Journal Objective #9 Become a culturally responsive educator Assessments/Assignment: Documentation of Interactions with Families Reflective Journal
4.12	Understanding and developmentally appropriate use of content knowledge in early education environments which include community building and classroom management with intentional experiences to foster social competence, child initiated experiences, and plan interactions moving toward child's self-regulation and respect of peers, and pro social skills;	**EC 326 Supporting Self- Regulation in Young Children** Objective # 1- Define self regulation and describe how it emerges from infancy through early childhood. Assignments/Assessment - Structured observations and written analysis Objective # 10 - Provide a theoretical rationale for a guidance plan based on review of current literature on self regulation Assignments/Assessment - Structured observations and written analysis Objective # 15 - Assess the classroom environment and routine to determine the degree to which the physical environment and daily schedules promote or detract from children's ability to self

		regulate Assignments/Assessment - Structured observations and written analysis
4.13	Knowledge of Michigan's curriculum standards and age/grade level expectations and the appropriate implementation of those standards in the early childhood classroom, using and appropriately modifying a variety of instructional methods, and materials; and	**EC 322 Language Arts, Literacy & Creative Arts - Curriculum & Assessment** Objective # 9 –Examine relevant Michigan benchmarks & Standards for language arts, literacy and arts Assignments/Assessment – Study Michigan benchmarks & Standards for language arts, literacy and arts and write short paper on how they relate to appropriate practice. **EC 324 Science & Mathematics- Curriculum & Assessment** Objective # 3 - Be aware of general mathematical and science concepts introduced in early childhood, State of Michigan Mathematics Benchmarks, National standards and know where to gather resources to aid in the teaching and learning of any of those concepts. Assignments/Assessment – Tests; Structured observations and reflection on math & science learning, teacher scaffolding, inquiry based instruction etc. **EC 330 Professionalism Leadership & Advocacy** Objective # 2 - Analyze selected federal, state and local policies and practices to understand the benefits and limitations of policies in promoting quality early childhood education. Assignments/Assessment - Write a short paper on the implications and benefits of the assigned policies and /or practices
4.14	Knowledge of disabilities, including, etiology, characteristics, and	**SE 355 Identifying Learning and Behavior Differences in**

	classification of common disabilities in young children and implications for development and learning in the early years.	**Students** Objective # 2 - Students will be aware of the eligibility requirements for the categories of exceptionality Assignments/Assessment - Disability booklet
5.0	**Becoming A Professional** Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to practices in early childhood education. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. **The preparation program provides candidates with a variety of opportunities to demonstrate:**	
5.1	An awareness of the value of life long professional development, participation in collaborative communities, and reflective informed practice;	**EC 328 Family, Community and School Partnership** Objective # 6 - Become aware of community resources Assignments/Assessment - Develop handbook of resources **EC 330 Professionalism Leadership & Advocacy** Objective # 5- Know and use strategies to be life long learners and reflective practitioners, using resources, literature, collaboration and appropriate data Assignments/Assessment - Write a short paper on how you understand life-long learning and reflective practice. Include two examples of how you can use these concepts in your practicum Objective # 7 - Use skills to participate in collaborative

		communities, including professional groups from other disciples Assignments/Assessment - Write a short paper on how you plan to use collaboration in your practicum
5.2	Knowledge and application of legal and ethical guidelines and professional standards related to children and families;	**EC 330 Professionalism Leadership & Advocacy** Objective # 1. Know and apply legal and ethical guidelines as well as professional standards in early childhood education, including following codes of professional conduct and exhibiting knowledge and expectations of current legal directives Assignments/Assessment - Test – multiple choice, true/false & short answers
5.3	Knowledge and utilization of integrated cross content and interdisciplinary personnel and resources for children who exhibit typical and atypical development and challenging behaviors;	**SE 355 Identifying Learning and Behavior Differences in Students** Objective# 4 - Students will become sensitive to multicultural and family issues related to children with disabilities Assignments/Assessment - Article activities and internet searches
5.4	An understanding of early childhood education as a professional field, and identification and involvement of oneself with professional organizations;	**EC 330 Professionalism Leadership & Advocacy** Objective # 4- Recognize the importance of active participation in professional organizations Assignments/Assessment - Join a professional organization
5.5	Knowledge and utilization of information about early childhood and other professional groups, resources, and literature, and recognizing the benefits of cross-disciplinary collaboration;	**EC 330 Professionalism Leadership & Advocacy** Objective # 7. Use skills to participate in collaborative communities, including professional groups from other disciples Assignments/Assessment - Write a short paper on how you plan to use collaboration in your practicum
5.6	Knowledge of public policy issues, processes, and impact on the	**EC 330 Professionalism Leadership & Advocacy**

	education of young children;	Objective # 11- Demonstrates the knowledge of local, state and national policy issues, processes and understands their impact on young children and their families Assignments/Assessment - Test – multiple choice, true false & short answers
5.7	Knowledge and skills for informed advocacy for children, families, and early childhood education profession;	**EC 330 Professionalism Leadership & Advocacy** Objective # 2. Analyze selected federal, state and local policies and practices to understand the benefits and limitations of policies in promoting quality early childhood education Assignments/Assessment - Write a short paper on the implications and benefits of the assigned policies and /or practices Objective # 11. Demonstrates the knowledge of local, state and national policy issues, processes and understands their impact on young children and their families Assignments/Assessment - Test – multiple choice, true false & short answers
5.8	Self-reflective practices integrating knowledgeable, reflective, and critical perspectives on early education;	**EC 330 Professionalism Leadership & Advocacy** Objective # 5 - Know and use strategies to be life long learners and reflective practitioners, using resources, literature, collaboration and appropriate data Assignments/Assessment - Write a short paper on how you understand life-long learning and reflective practice. Include two examples of how you can use these concepts in your practicum Objective # 6- Understand that reflection is an integral part of professional growth and improvement of instruction

		Assignments/Assessment - Read, summarize and critique three articles on the importance of professional growth and high quality instruction
5.9	Knowledge and skills to participate as a team member to identify dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution; and	**EC 330 Professionalism Leadership & Advocacy** Objective # 9 -Demonstrate knowledge and skills to participate as an effective team member Assignments/Assessment - Keep an in-class journal of your reflections on you as an effective team member and discussions. Critique using format provided Objective # 10. Demonstrates the skills and disposition to solve problems and resolve conflicts Assignments/Assessment - Keep an in-class journal and record skills you used to resolve problems and/or resolve conflicts **EC 332 a & b Practicum & Seminar I & II** Objective # 7 Participate as part of a teaching team Assessments/Assignment: Lesson Plans Evaluation of Students' Teaching Reflective Journal
5.10	Understanding and the application of various models of consultation in diverse settings.	**EC 330 Professionalism Leadership & Advocacy** Objective # 8. Know and respect rights of students with disabilities and understand and use various models of consultation in diverse settings Assignments/Assessment - Test – multiple choice, true/false & short answers **SE 355 Identifying Learning and Behavior Differences in Students**

		Objective # 5 - Students will learn to become effective team members in meeting the needs of exceptional classroom Assignments/Assessment - Curriculum Adaptation/Modification Tool Kit
6.0	*****Field Experiences The preparation program provides candidates with a variety of opportunities to participate in early and ongoing structured and supervised field experiences in inclusive infant toddler (birth to 2 years), preschool, and early elementary programs. Inclusive programs may include but are not limited to, children with differing socioeconomic status, disabilities or developmental delays, English language learners, limited language learners, and children with special abilities. *Additional endorsement candidates must provide documentation regarding the completion of supervised and structured field experiences as determined by the teacher preparation institution.* **The preparation program provides candidates with a variety of opportunities to participate in:**	
6.1	A substantial number of hours of early field experience, before student teaching for initial certification candidates. Field experiences include observation and participation in programs serving children at infant/toddler, preschool, and early and upper elementary levels in connection with coursework;	**EC 332 a & b Practicum & Seminar I & II** Students will complete 120-150 hours with children birth to age 4, and also complete additional student teaching with children age 5-8.
6.2	Student teaching experiences which occur in at least two of the three areas (i.e. infant/toddler, preschool and early elementary through grade 3) under the direction of a qualified cooperating	**EC 332 a & b Practicum & Seminar I & II** Students will complete 120-150 hours with children birth to age 4 and also complete additional student teaching with children

	teacher;	age 5-8. **EED 455 Internship in Elementary Education**
6.3	Experiences that include involvement, partnering, and communicating with families including participation in parent/guardian conferences;	**EC 332 a & b Practicum & Seminar I & II** Objective # 10 - Interact with families (P1 & P2) Assessments/Assignment: Documentation of Interactions with Families Objective #11 - Communicate with families via newsletters and conferences (P2) Assignments/Assessment Documentation of Interactions with Families
6.4	Experiences where students must demonstrate knowledge and understanding of positive working partnerships with other adults in the educational setting; and	**EC 332 a & b Practicum & Seminar I & II** Objective #7 - Participate as part of a teaching team Participate as part of a teaching team Assignments/Assessment Lesson Plans Evaluation of Students' Teaching Reflective Journal
6.5	Field experiences where students develop the knowledge, understanding, and competence in planning for and guiding the work with other adults in the classroom setting, i.e. paraprofessionals and classroom volunteers.	**EC 332 a & b Practicum & Seminar I & II** Objective # 6 - Develop practical teaching skills, including interactions with individual children, small groups, and large groups of children Assignments/Assessment: Observations of colleagues Lesson Plans Evaluation of Students' Teaching Reflective Journal

		Objective #7 – Participate as part of a teaching team Assignments/Assessment: Lesson Plans Evaluation of Students' Teaching Reflective Journal

VII. Supporting Documentation	
Field Experiences	• Describe how candidates for majors and minors in specific specialty programs participate in early field experiences in K-12 schools. • Describe aspects of the student teaching experience for certification candidates that enhance the applicants' abilities to teach in this specific specialty area. Are candidates in your institution assigned to K-12 classrooms as student teachers in both their major and minor (if applicable)? **Students in this program participate in a two-part, six credit Practicum (EC332 A & B) that provides placements in supervised, high-quality early childhood settings. In addition, each of the students participates in additional field experiences at multiple grade levels and a full semester student teaching experience as part of the Elementary Education Option II program.**
Instructional Methods	• Describe how candidates are prepared to teach in this specific specialty area. **Instructional methods are part of every class in this endorsement program, but most notably in EC 322, EC 324, and EC 326.**

Course Descriptions	• Provide descriptions of all courses contained on Attachment 3. Descriptions must provide enough information to show that standards could logically be met in these courses.

Course Descriptions

EC 320 Child Development – Birth-age 8
Course Description: This course focuses on social, emotional, cognitive, physical & linguistic development of children from birth to age 8. The focus will be on theories of development as well as developmental milestones.

EC 322 - Language Arts, Literacy & Creative Arts - Curriculum & Assessment
Course Description: This course focuses on: the study of principles, methods, and materials for teaching young children language and literacy through a play-based integrated curriculum; planning, implementing, and evaluating of developmentally appropriate activities for young children in the creative areas of art, music, movement, and play; the integration of language arts, literacy and creative arts; and the evaluation and documentation of learning in language arts, literacy and the creative arts.

EC 324 Science & Mathematics- Curriculum & Assessment
Course Description: This course focuses on a constructivist approach to teaching and learning mathematics and science concepts and skills in early childhood education (birth through age eight). Developing meaningful curricular content, supporting an inquiry approach to learning, planning for diverse learners, project based learning experiences, assessment and integration of Michigan early childhood standards are explored.

EC 326 - Supporting Self- Regulation in Young Children
Course Description: This course focuses the development of self regulation in children during the early childhood years. Particular attention is given to both normative and atypical growth in the areas of self control and executive functioning. Various theoretical perspectives will be integrated to develop child guidance principles and techniques applicable in early childhood classrooms.

EC 328 Family, Community and School Partnership
Course Description: This course examines the family, community and school relationship and impact on children's lives. The impact of diverse families on child rearing and education are addressed as well as the role of the teacher in collaborating with and maintaining relationships with the family and community.

EC 330 Professionalism Leadership & Advocacy
Course Description: This course will focus on current critical issues in early childhood education. Guidelines and standards will be used to focus on the legal, ethical, and professional dimensions of becoming an early childhood educator. Additionally, the course will attend to the development of leadership, administration, and management skills.

EC 332 a & b Practicum & Seminar I & II

Course Description:

Practicum: Early Childhood Education Practicum experiences are designed to provide students with opportunities to observe and practice in supervised, high-quality early childhood settings. Students are involved in observing and recording individual children's growth and learning, planning curriculum and assessment, interacting directly with children, practicing teaching skills, and interacting with families & colleagues. Students will apply principles of room arrangement and scheduling, child guidance, and staff relationships. As students advance from Practicum 1 to Practicum 2, they will assume greater responsibility for planning and supervision, child evaluation, family conferences and family newsletters.

Additional Courses

In addition, 3 other required courses offered through the departments of Human Development & Child Studies and Teacher Development & Educational Studies meet requirements for diversity, special needs and student teaching. The courses are:

SE 355 Identifying Learning and Behavior Differences in Students

Course Description: The purpose of this course is to present an introduction to the basic concepts and practices in special education and familiarize students with the characteristics of children and youth who qualify for special programs and services. The aim of the class is to also provide information about special education law, and procedures and methods to prepare future teachers to serve as team members in meeting the educational needs of exceptional students.

EED 420 Managing the Classroom Community for U.S. Diverse Learners

Course Description: This course acquaints prospective teachers with the importance of interactive skills associated with U.S. diversity as it influences and enhances the classroom community; provides students with the fundamentals of classroom management; requires substantive written assignments, and field experience that reflects racial, ethnic, gender, and/or socioeconomic diversity. This course satisfies the General Education requirements for Intensive writing in General Education or Intensive Writing in the Major, and U.S. Diversity

EED 455 Internship in Elementary Education

Course Description: This internship provides teaching and other appropriate activities in an area classroom with guidance by a university supervisor and a cooperating teacher.

Syllabi	• Provide a representative syllabus for each required course (those listed on Attachment 3 and referenced in the standards matrix). **All syllabi can be accessed by following the links in various points in this application.**
Faculty	• Please complete the *Instructional Faculty* table from Attachment 5. • Include all faculty teaching the courses shown on the *Summary of Course Requirements for Specialty Program* (Attachment 3), including those who may be temporary or non-tenure stream. • List additional faculty positions that will be added if this program is approved. **Please see Attachment 5**
Technology	• Describe how this program will utilize technological resources. **All students earning this endorsement take a course devoted to technology in the elementary classroom (IST 396). In addition, students are exposed to the technology used by faculty as part of their instruction and have access to multiple forms of technology (electronic and otherwise) in the Educational Resources Laboratory.**
Vocational Work Experience	• If applicable, please describe the structure and content of the required vocational work experience program. How is this evaluated? **Dose not apply**

VIII. Experimental Program Description (Rule 53)	
Program Purpose	Attach a statement describing the purpose and objectives(s) of this preparation program. Please include the following: • Employer needs/student aspirations. • National/statewide needs (for content area, level, diversity, etc., as per the goals of the experimental program). • The number of candidates you anticipate preparing for this endorsement during each of the first three years, if this program is approved.
Program Design	• The hypothesis being tested. • The design of the program (including all courses). • Control and experimental groupings. • Assessment and evaluation instruments and techniques.
Program Duration	Specify the period of time you wish for the experimental program to be in effect. Approval by the State will normally be granted for a time period of three to five years. Once approved, institutions should submit annual reports, including any changes in the experimental program design, and an analysis of evaluation data.

IX. Guidelines for Applying for Amendments to Currently Approved Teacher Preparation Programs

If the amendment is very minor (e.g., change in a course number(s), change in course sequence minor modification to a course, etc.) and does not affect how the program standards are met, the amendment may be described in a letter to the Office of Professional Preparation Services (OPPS). Minor amendments do not require official State approval and are filed with program documentation previously submitted. If the proposed amendment is not clear, or if more information is needed, the institution will be contacted by the OPPS. Once approved, the description of the amendment will be attached to the program application that is currently on file.

If the amendment is more extensive, or is submitted in response to new state standards, a complete "*Application for State Approval of Teacher Preparation Specialty Programs*" should be submitted to the Office of Professional Preparation Services. (Institutions may copy, for inclusion in the new application, any sections of the previously approved application that have not been affected by the amendment.)

Contact Information for Program Review Consultants

ALL communication regarding the approval of specialty programs should be addressed to the following individuals according to content area:

Bonnie Rockafellow **517-373-7861** **rockafellowb@michigan.gov**	**Steven Stegink** **517-241-4945** **SteginkS@michigan.gov**	**Thomas H. Bell** **517-241-0172** **BellT1@Michigan.gov**
All bilingual education	All science programs	All business education
All English language arts	Computer Science	All social studies & social science
All humanities	Environmental Studies	All vocational
All world languages	Guidance & Counseling	Agricultural Education
Dance	Health	Educational Technology
Early Childhood Education	Middle Level	Family & Consumer Sciences
Elementary	Mathematics	Fine Arts
English as a Second Language	Physical Education	Library Media
Music	Recreation	Industrial Technology
	School Psychologist	Visual Arts Education
	Special Education	

Michigan Department of Education
Endorsement Areas and Codes
September 2008

AX COMMUNICATION ARTS

BX LANGUAGE ARTS
- BA English
- BC Journalism
- BD Speech
- BR Reading Specialist
- BT Reading

RX SOCIAL STUDIES
- CA Economics
- CB Geography
- CC History
- CD Political Science

SOCIAL SCIENCE*[1]
- CE Psychology
- CF Sociology
- CH Anthropology*[4]
- CL Cultural Studies*[4]
- CM Behavioral Studies*[4]

SCIENCE*[1]
- DA Biology
- DC Chemistry
- DE Physics
- DH Earth/Space Science
- DI Integrated Science
- DP Physical Science

EX MATHEMATICS

WORLD LANGUAGE & CULTURE
- FA French
- FB German
- FC Greek
- FD Latin
- FE Russian
- FF Spanish
- FG Other
- FH Italian
- FI Polish
- FJ Hebrew
- FK Arabic (Modern Standard)
- FL Japanese
- FR Chinese (Mandarin)

BILINGUAL EDUCATION
- YA Bilingual French
- YB Bilingual German
- YC Bilingual Greek
- YE Bilingual Russian
- YF Bilingual Spanish
- YH Bilingual Italian
- YI Bilingual Polish
- YJ Bilingual Hebrew

BILINGUAL EDUCATION (Con't.)
- YK Bilingual Arabic
- YL Bilingual Other
- YM Bilingual Vietnamese
- YN Bilingual Korean
- YO Bilingual Servo-Croatian/Bosnian
- YP Bilingual Chaldean
- YR Bilingual Chinese
- YS Bilingual Filipino
- YT Bilingual Japanese

BUSINESS EDUCATION*[1]
- GQ Business, Management, Marketing, and Technology
- GM Marketing Education

HX AGRISCIENCE AND NATURAL RESOURCES

IX INDUSTRIAL TECHNOLOGY

JX MUSIC EDUCATION*[2]

JQ MUSIC EDUCATION

KH FAMILY AND CONSUMER SCIENCES

ART EDUCATION*[1]

LQ VISUAL ARTS EDUCATION

LZ VISUAL ARTS EDUCATION SPECIALIST

HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE*[1]
- MA Health
- MB Physical Education
- MD Recreation
- MH Dance

MISCELLANEOUS
- NB National Board Certification
- ND Library Media
- NJ Environmental Studies*[4]
- NP Educational Technology
- NR Computer Science
- NS English as a Second Language
- NT Guidance and Counseling

OX FINE ARTS

PX HUMANITIES*[4]
- PR Academic Study of Religions*[4]
- PS Philosophy*[4]

SPECIAL EDUCATION
- SA Cognitive Impairment
- SB Speech and Language Impairment
- SC Physical or Other Health Impairment
- SE Emotional Impairment
- SK Visual Impairment
- SL Hearing Impairment
- SM Learning Disabilities
- SP Physical Education for Students with Disabilities
- SV Autism Spectrum Disorder

TX TECHNOLOGY AND DESIGN

ZA EARLY CHILDHOOD EDUCATION*[3]

ZD MIDDLE SCHOOL*[3]

ZL MIDDLE LEVEL*[3]

ZG GENERAL EL K-5*[3]

CAREER AND TECHNICAL EDUCATION
- VH Vocational Family and Consumer Sciences

VOCATIONAL NATURAL RESOURCES AND AGRISCIENCE PATHWAY
- VA Vocational Agriscience and Natural Resources

VOCATIONAL BUSINESS, MANAGEMENT, MARKETING, & TECHNOLOGY PATHWAY
- VB Vocational Business Services
- VM Vocational Marketing Education
- VZ Vocational Hospitality

VOCATIONAL HEALTH SCIENCES PATHWAY
- VS Vocational Health Sciences

VOCATIONAL ENGINEERING, MANUFACTURING, INDUSTRIAL, & TECHNOLOGY PATHWAY / VOCATIONAL ARTS AND COMMUNICATION PATHWAY
- VT Vocational Technical

VOCATIONAL HUMAN SERVICES PATHWAY
- VC Vocational Child Care
- VE Vocational Cosmetology
- VF Vocational Law Enforcement/Fire Science
- VG Vocational Teacher Cadet

***1 Endorsements for the Social Science group (formerly CX), the Science Group (formerly DX), the Business Education group (formerly GX), the Arts Education group (formerly LX), or the Health, Physical Education, Recreation, and Dance group (formerly MX) are no longer program options.**

***2 The JX endorsement may not be offered to new candidates after the fall semester of the 2006-2007 academic year.**

***3 The "Z" codes are used only by teacher preparation institutions for recommending these grade levels to the Michigan Department of Education (MDE), and do not appear on a teaching certificate.**

***4 The MDE will discontinue endorsement effective January 1, 2009.**

Attachment 3
Form XX

Summary of Course Requirements for Specialty Program

Institution: **Oakland University** **Date:** **Feb 3, 2010**

Specialty Program: **Early Childhood Education**

Program Standards: Michigan State Board of Education, **Standards Date:** Sept.2008

Program Contact Person(s): **Ambika Bhargava**

DIRECTIONS: On the matrix below, list the required courses for this specialty studies program. Also, indicate the number of electives and any special considerations that apply. In addition to listing the course title, course number, and course semester hours, please indicate whether the course is required for the secondary major or minor, elementary major or minor, the K-12 major, and/or an additional endorsement.

Course Title	Course Number	Sem. Hours	Elementary		Secondary		K-12 Major	Additional Endorsement
			Major	Minor	Major	Minor		
Early Childhood Development – Birth to Age 8	EC 320	4	X					
Language Arts, Literacy & Creative Arts - Curriculum & Assessment	EC 322	4	x					
Science & Mathematics- Curriculum & Assessment	EC 324	4	x					
Supporting Self-Regulation in Young Children	EC 326	4	x					
Family, Community and School Partnership	EC 328	4	x					
Professionalism Leadership & Advocacy	EC 330	4	x					
Practicum & Seminar I	EC 332 A	3	x					
Practicum & Seminar II	EC 322 B	3	x					
Total number of SEMESTER HOURS		30						

Please provide descriptions for all courses contained on the above listing. Descriptions must provide enough information to show that standards could logically be met in these courses.

Attachment 5

Instructional Faculty

Institution: **Oakland University** **Date:** **Feb 3, 2010**

Specialty Program: **Early Childhood** **Certification/Endorsement CODE:** **ZA**

Please include all faculty teaching the courses shown on the *Summary of Course Requirements for Specialty Program* (Attachment 3), including those who may be temporary or non-tenure stream.

Courses	Faculty Member	Highest Degree in this Specialty Area, Indicating Study Focus and Research Area	Professional Development Experience in the Last 3 Years	Level of Elementary or Secondary	Familiarity with K-12 Curriculum Framework and MEAP Assessment	Special Awards and Recognition	p-12 Collaborative Work
EC 322 EC 330	Alber, Sandra	EdD., specialty area - curriculum and instruction, focus/research - social development and curriculum	Eleven conferences, two national commissions (chaired one), National Congress on Education Level - Elementary	Elementary	very familiar, use in courses and grants	Nominated - Excellence in Teaching -OU, Nominated - Excellence in Research OU, Michigan Teacher of the Year Finalist, Detroit Teacher of the Year, Wayne County Golden Apple Teaching Award, Elected to Board of Directors, Association of Teacher	K. B. White PDS, Detroit , ECE curriculum & 5 university coordinator ; Maybury Elementary, Detroit, Math Ed PK-grade 3; Dearborn - grants collaboration, on site MA project coordinator, discipline and working with families.

						Educators	Vista Nuevas HeadStart - teacher development
EC320 EC 328	Bharga va Ambika	Ph. D. Early Childhood Research Areas Computers and young children Development of Math Concepts in Young Children Mediated Learning Experiences and Role of Teacher in Scaffolding Learning Multicultural Education in Higher Education	Moodle Training Elluminate Training	Elementary	Familiar with Curriculum Framework and incorporate it in classes	Oakland's Annual Faculty Recognition Award Outstanding Presentation Award- Michigan Association of Mediated Learning	Oakland Livingston Human Services Agency
EC 326	Andrew Gunsbe rg	Ph.D. Early Childhood Education	Off campus masters program development work with Flint, Carmen-Ainsworth , and Dearborn Schools.	Elementary/ Early Childhood	Yes		Curricular development with Oakland Schools and Waterford and Bloomfield Hills School Districts
EC 324	Sahnna n McNair	Ed.D. Education w/spec in Early Childhood	I.B.O. Primary Years Program workshop, I.B.O. Level 2, Theory	Primary, Middle level, and secondary	Use MDE curriculum framework, GLCEs and		conduct rogram evaluations in several school districts in MI

			of Knowledge workshop, I.B.O. assessment workshop		MEAP information in every class, particularly curriculum and assessment classes. Write grant proposals and evaluate programs using the standards		(Kellogg literacy in Greater Battle Creek, Smaller Learning Communities Detroit and Battle Creek, Project TIME, DAPCEP in Detroit, precollege programs for teen at Cass Tech, WSU, national programs K12, work with MDE as member of statewide evaluation team for MSP grant program.
EC 332 A & B	Julie Ricks-Doneen	Ph.D. Early Educational Psychology Research Interests - inclusion of children with special needs in educational and community settings, and family involvement in children's education		Elementary/ Early childhood	Yes		Director of the Lowry Early Childhood Education Center